

University of Virginia
Seeking Our Ninth President for a Third Century of Ambition

As the University of Virginia embarks on its third century, we seek an extraordinary leader to further the revolutionary ambition of our founders. There is only one university in America whose cornerstone was laid by three Presidents — Thomas Jefferson, James Madison, and James Monroe — and its mission was to serve as the “future bulwark of the human mind in this hemisphere.”

Since our founding, the University has been motivated by that grand ambition. We believe that we have achieved a vital combination of student intellectual and personal engagement that will increasingly be the essential model for universities, public and private, domestic and international. Our next president must share this ambitious calling and possess the leadership talents to develop and execute a shared vision for the future.

From the beginning, our purpose and fate have been intertwined with that of the nation. It was Jefferson’s aim to create an institution of higher learning that would “prepare America’s future leaders to protect their young democracy.” As our nation’s first public university, we were founded to sustain ingenuity so that our young nation could continue to lead the evolution of the modern world. Even as our democracy has flourished and matured, educating citizens for leadership in every field remains critical to ensuring that the progress of the republic continues to bend the arc of history towards justice and equality. As we enter our third century, these themes will drive every facet of the University of Virginia.

The University’s evolution has mirrored that of our nation — from its humble beginnings as a small school for privileged young men to a highly diverse global university. We are a community of nearly 36,000 students, faculty, and staff and 224,000 active and loyal alumni. Our students represent 48 states and 124 countries. Our undergraduate population is comprised of 69% Virginia residents and 31% non-Virginia residents, 54.4% are women and 45.6% are men, and 31.1% are racial or ethnic minorities.

Our faculty are innovative in teaching and entrepreneurial in seeking research partnerships worldwide; our students are engaged in their work in the classroom and dedicated to public service outside of it; our medical professionals provide the finest patient care and seek new ways to prevent, diagnose, treat, and cure disease; our staff bring creativity and devotion to their work; and our alumni play active roles in business, the arts, the sciences, and public life — and are uncommonly devoted to their alma mater.

Our community engages in its work in an atmosphere that profoundly permeates the individual experience and defines our ambitions for our third century. As the laying of the cornerstone in 1817 became the physical embodiment of our origin so too was born the beginnings of our culture that has as its primacy the training of the entirety of the human mind for the purpose of promoting public service. Jefferson’s design of the Lawn as a residential community accommodating both faculty and students was purposeful in promoting faculty-student engagement focused on the development of the whole person. The interaction of students and faculty in formal and informal teaching settings is an enduring feature of the University

experience and exceedingly rare among research institutions. The curriculum provided a wide ranging intellectual experience that was intended to encourage a life of learning and the multi-dimensional pursuit of knowledge in a manner exemplified by Jefferson's life. And there was intentionally little University oversight thus encouraging student self-governance though with halting initial success. The Honor System's genesis in 1842 gave full life to Jefferson's intent that student self-governance be a fundamental precept of training the next generation of the country's leaders.

Jefferson's original approach to developing the entirety of a student has evolved over two centuries so that today we focus on four cultural underpinnings — academic rigor, honor, student self-governance, and public service. These cultural components have since our founding been naturally woven into the full range of student activities. And the weaving of these priorities into the University's fabric has occurred in the context of a textured history that often feels conflictual but is richly complex and serves as an exemplar for solving the challenging and intricate social, political, and economic issues we face as a country and as global citizens. We believe that the experience of living, studying, and teaching in this culture gives rise to an understanding of the purpose of this University that furthers the remarkable devotion exhibited by students and the genuine calling felt by faculty and staff. And as our students leave the University grounds they leave with a grateful commitment to further the mission of the University with their intellectual and financial capital.

As we embark on our third century, our purpose is to further the great unfinished business of democracy in this country and around the world. To embrace this ambition, we must ask what democracy needs from its colleges and universities. Our answer to this challenge focuses on two fundamental components: (1) attracting the most talented students and faculty and nurturing their development as scholars and as citizen leaders in the manner we have refined over two centuries; and (2) advancing the knowledge critical to addressing the great challenges facing human development. We approach this ambition with humility as we recognize the monumental task before us but we have determined that we cannot desist from this endeavor given its importance to human welfare and to the historical purpose of our founding.

We believe that the opportunity to serve as the ninth President of the University represents one of the most auspicious opportunities to shape the special role of public institutions of higher education in this nation.

We are ready to achieve our third-century ambitions. We have reinvested in our unique student experience; attracted a remarkably able leadership team; extended our global influence; built a formidable financial foundation; and achieved excellence in so many academic, medical, and research endeavors. We are mindful that much remains to be accomplished, and we are ready to accomplish it with our new leader.

With this statement, the Special Committee on the Nomination of a President (the "Committee") briefly describes the opportunities and challenges for our next president so as to inform and enrich our conversations with presidential candidates. For additional information with respect to the University and the Committee, please refer to presidentalsearch.virginia.edu.

Foundations for the Future

We are fortunate to have had eight gifted leaders serve as president of this institution. Together with their deans and vice presidents, they have built the foundation from which our new president will succeed. Our most important qualities and resources include:

- ***Student Experience.*** Our student experience is unique. That experience is nurtured by many aspects of University life — the elegance of Jefferson’s architecture, the Honor System and the resulting community of trust, the Lawn and its residential community for faculty and students, long-held values, academic excellence, student-body diversity, retention (97% first year retention) and graduation (six year rate of 94%) rates among the highest in the country, the primacy of student self-governance on matters of consequence, the engagement of faculty with students, the emphasis on service, and the beauty and history of the surrounding area. The intangibles of the student experience add a special dimension beyond academic development that shapes graduates who are intellectually curious and conduct themselves with integrity. It is their experience on Grounds that we believe has contributed to over 100 students receiving Rhodes, Marshall, Churchill, Truman, and Schwarzman Scholarships and 1,180 students volunteering with the Peace Corps. Our student athletes have met similar success, not only through their contributions to the University community but by helping the University to be competitive each year in the Learfield Directors’ Cup for overall excellence in athletic programs. Our teams have won recent national championships in men’s tennis, baseball, men’s lacrosse, men’s soccer, and women’s rowing. We also credit the student experience with launching our graduates on a lifetime of learning and engagement with the University, making ours one of the most supportive alumni bodies of any institution in the country.

- ***Talent Attraction.*** The University is led by a vibrant and capable team that includes both longtime professors and administrators and enthusiastic newcomers recruited by President Teresa A. Sullivan (nine of our 11 school deans and eight of our 12 vice presidents have University tenures of less than three years). We have also recruited and developed an impressive number of gifted faculty members who are dedicated to excellence in teaching and research. These colleagues have brought with them enormous talent, energy, and creativity. They share the desire for the University to become a truly remarkable institution of higher learning. Our dedicated longtime leaders are active collaborators, generously sharing their institutional knowledge to advance the University’s mission and ensure their new colleagues’ success. Please refer to presidentsearch.virginia.edu for information on our leadership team and recent faculty additions.

- ***Supportive Board.*** Our Board of Visitors is committed to ensuring a successful presidency for our next president and will support in every way the new president’s achievement of our shared ambitions through a collaborative and constructive relationship. A critical part of the search process will be learning how each candidate envisions the President-Board relationship and setting the conditions for a successful partnership based on mutual respect and understanding and exceptional governance.

- **Financial Resources.** We have developed a formidable financial foundation with an endowment of approximately \$5.8 billion that supplements our budget with \$190 million in annual endowment contributions. In 2016, we established a strategic investment fund by aggregating a variety of operating reserves totaling nearly \$2.1 billion; we are allocating approximately \$100 million of investment returns annually from this fund for research and other strategic investments. An important element of our endowment growth has been the performance of the University of Virginia Investment Management Company which achieved an 8.5% return over the past ten years, compared to a benchmark of 5.4%. We intend to strengthen our financial position with the Third Century Capital Campaign noted below. We also have implemented a long-term financial management plan to capture operating efficiencies of \$150 million over seven years, to reduce our borrowing costs by refinancing our outstanding indebtedness, and to aggressively manage our cash, all for the purpose of generating additional funds for reinvestment in the University. Our financial resources and management have recently led all three major rating agencies to affirm our AAA rating for our outstanding debt. As one agency stated, “[w]e continue to assess UVA’s enterprise and financial profile as extremely strong.”

- **Medical Center.** Over the past three years, our medical center leadership team has proven itself one of the most effective in the country. The medical center represents nearly one half of our \$3.2 billion annual operating budget and is leading the University in generating many areas of research. As the medical center expands its service area, we are entering into arrangements with other medical service providers to accelerate our focus on the most acute care patients and to develop further our research and clinical capabilities. This effort has led us to a joint venture with Inova, the largest health service provider in Northern Virginia, which will vastly increase our capacity for research and attendant funding and serve as a model for other public-private partnerships. That relationship also contemplates an expanded presence in the Washington, D.C. region for additional academic pursuits, including engineering, graduate business, and leadership training.

- **Professional Programs.** We enjoy some of the highest ranked professional programs in the country and the world in business, law, medicine, nursing, and policy and leadership. Our graduates go on to have significant impacts in their respective fields of endeavor, often playing an extraordinary role in the life of this nation.

- **Global Influence.** The University’s mission to develop citizen leaders in service to the Commonwealth, the nation, and the world requires that we be a leading global university. By reinvigorating Jefferson’s vision of a cosmopolitan and global “Academic Village,” we are pioneering novel means of bringing knowledge and pedagogy to bear on a rapidly changing world. We are in the “top 25” U.S. campuses with the most students who study abroad. Global problems, cultures, and languages are integral to the curriculum. We have several global research centers that coordinate deep inquiry by faculty and students around the world. The University has an institutional presence in countries such as China, France, Great Britain, Guatemala, India, Morocco, South Africa, and Spain. We partner with foreign universities and governments on

innovative degree programs and addressing problems that require collaboration that transcends borders. Our future requires that we further our global reach.

- ***Bicentennial.*** The University has a unique history among higher education institutions with its founding as a secular university intimately tied to the origins of this country. We intend to focus on that legacy with a Bicentennial Celebration that commences on October 6, 2017, with the two hundredth anniversary of the laying of the cornerstone of Pavilion VII, and extends to the two hundredth anniversary of Jefferson’s death on July 4, 2026. As we reflect on our history, we will celebrate its achievements, grapple with its difficulties, and identify lessons for the future. Such a celebration ideally positions us to develop our ambitions for the University’s third century. As we look to the future, we are reconsidering the role of public institutions of higher education in this country for the purpose of reinvigorating the original meaning of “commonwealth.” [Please refer to Appendix A for the mission statement of the committee responsible for this effort.

- ***Third Century Capital Campaign.*** The Bicentennial Celebration will launch our multibillion dollar Third Century Capital Campaign to augment our financial resources. Both the Bicentennial Celebration and Third Century Capital Campaign provide a new president the unique opportunity to define the University’s ambitions for the third century and to engage extensively with our remarkably devoted alumni base of nearly 224,000 loyal Wahoos.

Challenges and Priorities

Our next president will develop an inspiring vision for the future of the University and motivate the University community to fulfill that vision. He or she will need to attract and nurture the most qualified and able students, faculty, and staff to execute that vision. And the next president will need to ensure that appropriate levels of funding — private, public, and research — are available to support that vision.

We believe that higher education in this country will continue to evolve over the next decade as institutions address issues of affordability, business model efficiencies, curriculum relevancy, delivery channels, information commodization, and the continuing impact of technology on the educational experience. Our new president will need to anticipate and navigate these fundamental strategic imperatives.

All of these challenges are even more pronounced when the institution is a national leader in public higher education. The increased visibility that naturally accompanies our flagship status both further complicates the management role and provides a signal platform for national leadership.

Among the specific institutional challenges and priorities that we believe are particularly relevant to our future are the following:

- ***Student Success.*** Our highest priority is providing access to the University regardless of a student's economic status; creating a pluralistic community where each member feels welcomed; and ensuring the safety of all in our community. We are dedicated to assisting our students in identifying and accessing their career ambitions, including limiting, to the extent practicable, tuition indebtedness that can foreclose opportunities for our graduates. As our approach to career advising evolves, we will always emphasize furthering our students' leadership talents and citizenship engagement through a leadership curriculum that includes the Frank Batten School of Leadership and Public Policy, the Miller Center, and the Center for Politics, all unique centers of excellence in higher education. We will also refine our curriculum to respond to student and market demands which increasingly entail multidisciplinary analysis and innovative and entrepreneurial approaches and experiences.

- ***Faculty Demographics.*** Given the generational demographics of the country, we, like many other universities, have a significant number of respected teachers and researchers nearing retirement. Our plan to hire 300 new faculty members over the next five years provides an opportunity to recruit a diverse new generation of rising stars. We will need to devote much effort and many resources to this critical initiative. And we recognize that to be successful we will need to increase our faculty compensation to become more competitive with our peers.

- ***Research Portfolio.*** A significant goal shared by all 11 schools in the University is to increase our research portfolio to more than \$500 million annually over the next seven years. This aggressive goal will require thoughtful effort both to grow our existing research organically and recruit some of the most innovative researchers. Illustrative of this priority is the increase in the University's funding from the National Institutes of Health in 2016, which increased to \$155 million from \$139 million in 2015. We have supported and will continue to support sustainable and differentiating research with funding from the strategic investment fund.

- ***Preeminent Health Care Delivery.*** We intend to build one of the leading medical centers in the country by becoming the hospital of hope. We will provide the highest quality care, support leading edge research to advance the human condition, train the best doctors and residents, and remain true to our commitment to care for indigent patients. We further believe that the continuing financial and political pressures on the health care system provide strategic opportunities that allow creative and nimble management teams to reposition their reach and relevance in the industry. We believe that we have a substantial opportunity for clinical affiliation and expansion on a scale that will greatly enhance our position as an eminent academic medical center. This area will be a focus for our next president.

- ***Relationship with the Commonwealth.*** We have a healthy relationship with much of the Commonwealth's political leadership, even though budget priorities and short falls have led to a long-term decline in state funding. (Since fiscal year 2001, state general funding per in-state student has declined 48% on an inflation-adjusted basis.) Today, including UVA's College at Wise, we receive just under \$160 million in state general funds (about 9% of our academic division budget and 5% of our overall budget).

Given continuing state budget pressures and the likelihood that state funding for higher education in Virginia will continue to decline, the University needs to develop a new model that addresses the realities of state budgeting and priorities while permitting us to continue our journey towards excellence in all areas. This effort will and should require that the University more clearly align its mission to economic development benefiting the Commonwealth. Many in the higher education community are looking to the University of Virginia to create a new model for public higher education. We anticipate that our new president will be at the forefront of this effort.

- ***College and Graduate School of Arts & Sciences.*** Of our 11 schools, the college accounts for the vast majority of our undergraduate and graduate students and is the centerpiece of our commitment to a liberal arts education. The future success of the University is inextricably tied to the future success of the College. We are committed to strengthening our core and look to the new president to build on the performance of historically strong undergraduate programs and increase investment in our competitive but underfunded graduate programs. The University remains committed to its historic strength in the humanities.

- ***Advancing the Sciences, Technology, Engineering, and Math Strategically.*** This institutional priority will take both creative thinking and formidable resources. We must acknowledge and leverage our strengths, even as we prepare to make hard choices about where best to invest. Our new endowed Data Sciences Institute positions us strategically for the computational strength needed throughout STEM.

- ***AccessUVA.*** The University's undergraduate need-based financial aid program has been extraordinarily successful. We are one of two public institutions committed to meeting 100% of financial need while conducting admissions on a need-blind basis. In 2015-16, the University's unrestricted contribution to AccessUVA was approximately \$60 million. We have begun to fund our financial aid program permanently to replace the use of tuition dollars by committing up to \$100 million from our strategic investment fund as a challenge grant to raise an additional \$200 million. We have also expanded our student aid program by providing annual Cornerstone Grants of up to \$2,000 to families with incomes of less than \$125,000. We have much work to secure permanent funding.

- ***UVA's College at Wise.*** The University of Virginia's College at Wise offers a liberal arts education to 2,200 students in the Appalachian area of Virginia. What began in 1954 as an initiative to support the economy of Southwest Virginia has deepened with increased coordination and collaboration and with a broader purpose. Going forward, as UVA Wise continues to further the economic development of Southwest Virginia, it will also add substantially to our goal of providing a UVA education for students across the Commonwealth. Working closely with the Wise Chancellor, our new president will oversee the expansion both of intercampus collaboration and of programs necessary to meet the unique needs of the UVA Wise mission.

- ***Opportunities for Interdisciplinary and Multidisciplinary Collaboration.*** To increase the efficacy of our resources and in recognition of the increasingly

interdisciplinary nature of teaching and research, we already encourage multidisciplinary collaboration among all disciplines, schools, centers, and campuses. Our next leader will build on the progress to date to achieve a truly collaborative culture and garner its benefits.

- ***Fundraising.*** We are embarking on a significant capital campaign that will require enormous coordinated effort by all of our schools, centers, and foundations. We recognize that our future is dependent on developing permanent funding sources for our operations. Our new president will lead this effort with the full support of the entire leadership of the University community and our alumni base.

Critical Talents for Our Ninth President

The Committee invited members of the local and University communities — including students, staff, faculty, alumni, and parents — to participate either online or in public forums to discuss the qualities needed to lead our University in the next decade. Thousands of individuals shared their thoughts on the institutional challenges and opportunities as well as the ideal qualities and characteristics of our next president. Members of the Committee have been inspired by the pride, eloquence, and thoughtfulness of these responses.

It is widely believed that our next president should be a distinguished and inspiring leader who understands the academy, engages with students as a visible participant in the life of the University community, and translates Jefferson's vision into 21st century realities. In addition, our next president must have a great passion for leading a public university. And be an effective spokesperson for the critical role of public institutions of higher education in society.

Above all else, our next president must embrace the culture and core values of the University — academic rigor, honor, civility and mutual respect, diversity, public service, and the student experience. Embracing our culture requires an understanding that we are as an institution striving to become a better version of our self rather than a better version of another institution. The ninth president of the University of Virginia should also be an individual who has demonstrated the ability to:

- develop and build consensus around a clearly and persuasively presented strategic vision to achieve excellence;
- motivate relevant constituencies to ensure effective implementation of that strategic vision;
- hire and develop great people and build collaborative teams that can effectively manage a complex and diverse organization;
- learn and master new substantive areas of responsibility and exercise sound judgment in exercising oversight; and
- develop and implement innovative strategies to address the changing educational landscape.

Reflections from University Faculty

Please refer to Appendix B for a statement of the Faculty Senate related to the presidential search.

Procedure for Candidacy

Recruitment will continue until an appointment is made. To ensure the University has access to the very best talent and experience, the Search Committee is partnering with Isaacson, Miller, a leading executive search firm with deep experience in higher education. Nominations, applications, and letters of interest should be submitted by email to uvapresident@imsearch.com. Confidential inquiries and questions should be directed to presidentialexec@virginia.edu.

The University of Virginia is an Equal Opportunity/Affirmative Action Employer strongly committed to diversity.

All information related to candidates, including their identity, will be held in the strictest confidence.

About the Board of Visitors and the Special Committee on the Nomination of a President

The University's corporate name is The Rector and Visitors of the University of Virginia. The Board of Visitors is the governing board of the University and its chair is the Rector of the University. The board is composed of 17 members appointed by the Governor of the Commonwealth, subject to confirmation by the General Assembly, for no more than two terms of four years. In addition, the Board of Visitors may appoint, for a term of one year, a faculty member and a full-time student at the University of Virginia as nonvoting members. Among other duties, the board selects the president of the University upon recommendation of the Committee. The Committee was appointed by the Rector and is comprised of 22 members — 11 members of the Board of Visitors, five faculty members, three alumni, two students, and one staff member. Please refer to www.presidentialexec.virginia.edu for additional information with respect to the Board of Visitors and the Committee.

**Bicentennial Commission
Draft Mission Statement**

A writer once pondered education's role as the great transmitter of a society's values and historical heritage. How would this transmitter work in nations that are so vastly different? A Pacific Island nation, he imagined, would teach its young in one way, while a nation with many urban cities would educate its citizens in a different way. The world has shown us how vastly different societies transmit knowledge, and while some have excelled and others have not, America shines as the most successful example, creating a system of education that serves as a beacon worldwide.

But, then, the writer wondered, how do you design education – higher education, in this instance – to produce an American? How does an exceedingly complex, open, diverse and too often divided society build and maintain centers of scholarship, sustain its founding principles over shifting generations and lay a basis for future prosperity?

How indeed do we craft a shared space – immediate and valid – where we better society and enrich its prospects? How do we fulfill the ideal of the original Commonwealth – a term that has all but lost its meaning.

Might we – the leaders of this singular and historic university – help guide the disparate pieces of the American mosaic into a new social contract for higher education?

We can plant this flag and offer leadership, but we must acknowledge the rules of engagement which apply. A tightly-focused, well-supported autocracy would make short order of the work. But that is not we. We are the other thing. A democracy.

No ambiguity about democracy's requirements existed at the beginning and should not now. Education is the essential girder of democracy. The enlightenment of the people determines the outcome of the American governing experiment. Jefferson said it repeatedly; Washington formally ended his presidency insisting upon it.

Yet, we have fought over schooling for most of our national existence. Like other national ideals – justice, equality, freedom – education has evolved in fits and starts. The 19th century and the Industrial Revolution stirred action. A strong back was no longer enough. People, in ever larger numbers, had to be trained and literate. To feed the national pipeline with technical knowledge, Lincoln signed the Morrill Act into law “for the Benefit of Agriculture and the Mechanic Arts.” Seventy Land-Grant institutions of higher learning resulted.

The Second World War becomes the great pivot point of the American 20th century. The war's prosecution made evident higher education's inadequacy. That recognition emerged not only from an accelerating pace of technological development, but also from the dramatic effect of throwing together millions of Americans from diverse places and backgrounds under the most

difficult of circumstances. Women were asked to perform industrial tasks previously reserved for men. They did so willingly – even – enthusiastically. The War changed the world.

They returned home different men and women; they returned with higher aspirations. The American Century was ours to fulfill, but there was work to be done. Research on a vast scale would take up residence on the campuses of our nation.

President Truman’s 1946 Commission on Higher Education undertook the most far reaching evaluation of American higher education ever attempted. It held nothing back: Double the number of college students by 1960. Vastly increase the professional ranks. Build. Build. Build. Pay for it with the G.I. Bill. States followed with their own fiscal support.

Remove impediments: "By allowing the opportunity for higher education to depend so largely on the individual's economic status," the commission reported, "we are not only denying to millions of young people the chance in life to which they are entitled; we are also depriving the Nation of a vast amount of potential leadership and potential social competence which it sorely needs."

The report declares a new era of national resolve. America elevates higher education to the status of an essential public good. Between 1940 and 1990, federal funds for higher education increased by a factor of 25, enrollment by ten and cuts the average teaching load in half. In the midst of this expansion nationally, this University was dramatically improved and expanded by the admission – first in small numbers – students who had been historically excluded – women and minorities.

We now approach the 70th anniversary of the Truman Commission’s report as we approach the University’s 200th.

We will mark the anniversaries proudly, but in full recognition that the post-Second World War design – which gave America the finest higher educational system in the world -- is now being sharply challenged and severally assessed.

We do not flinch from the critique, but rather face it squarely. We know it well.

It costs too much money while in; and there are too few jobs when out.

There is debt forever.

It is elitist and arrogant.

It is self-absorbed, self-regarding, self-important.

It is removed and distant, sheltered, content, fat.

It is not of or for the people; rather, it is of and for itself.

It speaks another language. It worships only itself.

We will challenge it all and do so in detail. But not for the sake of defending the status quo. Rather, we will act in the cause of reconstitution and renewal. We will restore the faith of our countrymen.

We will infuse the “Commonwealth” with its original meaning. We will labor to return the wealth to the commons, as was the intent all along. We will demonstrate how public support for Higher Education enhances the public good – the common-wealth.

We will test our assumptions. Our public role will be held up against our public responsibilities.

We will go to the core of the academy, reexamine our purposes and reconsider our means. We will beseech and implore our fellow citizens to know that we must make this highest form of American learning and discovery work, at all times and in all ways possible, for all Americans.

Most important we will listen. We will measure, consider and carefully regard all points of view. We will hear all perspectives.

We will set an example by refreshing the new social contract that underpins public higher education – a contract that unites in form and in enthusiasm, that engages the approaching world, encounters the realities of emerging enterprise and does so by marshalling the power of enduring institutions.

We will produce educated citizens, prepared and ready.

We will offer our nation leadership for itself and for public higher education.

Democracy flies or fails on contingencies. It is not self-actuating. The consensus on higher education is fraying. For a new era to emerge, the University must lead the way. It has led the way for two hundred years, but the greatest challenge lies ahead. Without education, democracy is threatened. Without the University leading the way, education is threatened. Democracy and higher education must be joined together and going forward, the University must lead the way. There is no other choice – for both must grow and strengthen each other.

So let us begin.

Statement of the Faculty Senate Related to the Presidential Search

(By the Executive Council of the Faculty Senate after consultation with all senators)

The Faculty Senate of the University of Virginia believes that the next president of the University should aim to preserve and enhance our position as America's public university as well as one of the great research universities of the world. The University of Virginia is the closest thing that the United States has to a national university, based on our Jeffersonian founding and our location near Washington, D.C. and in the historically important and politically diverse Commonwealth of Virginia. Building on that strong position, the next president must seek to raise our stature on the world stage.

The main job of a university president is to promote the university's mission, which is to serve as an institution devoted to the creation and dissemination of knowledge through free, open, and critical inquiry in an environment of mutual respect under the stewardship of expert faculty. Although the president has many other responsibilities, they should all be subordinate to the university's mission, because if we do not succeed at that, the rest does not matter. The fact that we live in an age in which information is ever cheaper and more plentiful, makes universities more crucial, not less. Universities are the repositories of accumulated and applied wisdom and are the institutions best situated to expand the boundaries of knowledge, while at the same time filtering out information that is useless or false. A president must understand, pursue, and defend these values.

A world-class university should be led by someone who has earned standing as a scholar and teacher and whose understanding of the university's mission is informed by her or his experience as a faculty member. In pursuing the university's mission, the president's chief role is to ensure that the university assembles the faculty of the highest caliber and nurtures and supports that faculty. One of the challenges of the next decade will be replacing the significant portion of faculty that is reaching retirement age. As the president, with the assistance of the provost, deans, and faculty, seeks to replace and build our faculty, the incoming president will need to embrace both excellence and diversity. Diversity takes many forms; it should include racial, national, ideological, ethnic, gender, philosophical, political and socio-economic differences. To attract top-notch faculty, the president must strive to provide sufficient resources, including administrative support and excellent research and teaching facilities. The president should also adhere to the University's strong tradition of hiring new faculty predominantly with full-time faculty, and should resist the temptation, to which other universities have succumbed, to replace many full-time faculty positions with adjunct appointments.

As the president seeks new faculty talent, she or he must also see to it that the University devotes sufficient resources to developing, retaining and rewarding the faculty that we have. The president must champion not only competitive faculty salaries but the institution of tenure and the academic freedom that tenure supports. At the same time, the president must work to ensure

the fair and equitable treatment and professional development of all faculty, including non-tenure-track faculty. The president must be vigilant in support of interdisciplinary research, working to remove financial and structural barriers to such research and to reward faculty who engage in such research.

Finally, but by no means least important, the new president must support the value of shared governance. The president is the leader of the faculty rather than the “boss” of the faculty. The bylaws of the Faculty Senate capture this ideal by identifying the president of the University as president of the Faculty Senate as well. Shared governance means that the faculty need to be consulted and kept informed about major policy, personnel, and budgetary decisions, especially those that impact significantly on the academic mission of the University. Faculty seek a president who sees faculty members as partners, not as employees or adversaries. As in other aspects of the job, good communication skills are essential. The Faculty Senate looks forward to continuing and improving the productive relationship we have enjoyed with the administration and the Board of Visitors over the last several years. We fully expect that the new president will build on these strengths.

In sum, the new president must appreciate the unique traditions of the University of Virginia while leading us boldly into our third century.